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ABSTRACT

This guide accompanies a videotape designed to provide students with insights on former president Jimmy Carter's views on peace and mediation. Activities emphasize key ideas relating to conflict resolution and human rights issues. Each activity uses student handouts and can be completed in one to three class periods. Activities include: (1) "What is 'Peace'?"; (2) "The Causes of Conflict"; (3) "Viewing the Video"; and (4) "You Be the Mediator." Additional suggestions are offered, as wall as background information, quotations about peace, statements about conflict, a viewer's guide, and mediation scenarios. (EH)

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TALKING PEACE

WITH JIMMY CARTER

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TEACHER'S GUIDE

Talking Peace with Jimmy Carter

DEVELOPED BY CHARLES R. SASS

CLOSE UP FOUNDATION

Close Up Publishing

Close Up Foundation

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To the Teacher

In this video, *Talking Peace with Jimmy Carter,* the former president talks with students about his desire and efforts to solve disputes around the world through peaceful means. Jimmy Carter talks about his past achievements and his goals for the future and offers insights on such issues as the causes of violence, steps in successful mediation, the outbreak of civil wars since the end of the Cold War, and the relationship between democracy and peace. Discussing his own experiences, President Carter emphasizes the value of maintaining human rights, improving environmental quality, and alleviating suffering as the foundation for peace worldwide. The video will be a valuable tool for you to use in any social studies class where you are discussing peace and security issues.

Talking Peace with Jimmy Carter is a 30-minute question-and-answer forum that provides your students with insights on the former president's perspective on peace and mediation.

This teacher's guide provides tools for students to use in analyzing important issues of peace, conflict, and mediation and in learning more about past events. Included are student activities, student handouts, and suggestions for enrichment activities.

Background Information

Your class should find the information on **Student Handout 1—Background Information** helpful as you proceed into your lesson on peace and conflict and view and discuss the video. It will help your students learn more about Jimmy Carter and his work. You may want to give a copy of the handout to each student before showing them the video.

To learn more about the Carter Center and the International Negotiation Network (INN), you might want to refer your students to President Carter's book entitled *Talking Peace: A Vision for the Next Generation,* from which much of the information on **Student Handout 1** was gathered. *Talking Peace* is available from Close Up Publishing.

Interview Questions

Below are excerpts of the questions asked of President Carter during the interview.

1. How would you characterize the pursuit of world peace now that we are moving fast into the post-Cold War era?

2. I've heard some historians say that the rapidity of change we've seen since the fall of communism is the normal order and that the Cold War imposed a false sense of stability. Do you subscribe to that?

3. Could you give us some sense from your recent experiences in North Korea and Haiti of the human drama of what it's like to sit at the [negotiation] table knowing that the fate of nations may be on the line?

4. Could you tell us what your goal was in writing the book [*Talking Peace*] and why you decided to address that audience [junior and senior high school students]?

5. People from all over the world have different cultures and value systems. Is there something that you've found that everybody connects on just because they are human, and when you are dealing with somebody, is there something you can just always relate with them about?

6. What do you think are the major causes of violence in the world and what can we, the youth, do to stop them?

7. What are your feelings when you read comments that are negative about your involvement in places like Haiti and North Korea? Do you get discouraged? Do you read the criticism?

8. You go into countries while they are in conflict and they are not willing to resolve with anyone. How do you help them make the choice to resolve with you and come to a compromise?

9. In your opinion, what is the most efficient and just method of relieving geographical conflicts that are the result of doctrines of diverse religions—such as the conflicts which exist between Arab Muslims and Jewish Israelites?

10. Do you believe that implementing a democratic form of government around the world is the only way to reach peace?

11. Were you at all disappointed you did not win [the 1979 Nobel Peace Prize] especially with all you did for Arab-Israeli relations?

12. What's being done in the Carter Center about teenage violence?

Goals

The video and the activities in this guide should help your students to:

1. become more aware of the conflicts going on in the world and the attempts being made to stop them.

2. learn more about the efforts of President Jimmy Carter and the Carter Center to promote peace in the world.

3. understand more fully the issues of peace, conflict, and mediation.

Structure of the Guide

The *Talking Peace with Jimmy Carter Teacher's Guide* contains the following components:

Objectives. The student objectives include both cognitive and affective goals to help you measure student learning.

Student Activities. The teacher's guide contains four activities that require students to exercise their critical-thinking skills, to write, to discuss, to work in groups, and to role play.

Student Handouts. Student handouts can be reproduced for classroom use. The first handout is informational; the others are part of the student activities.

Additional Suggestions. After you have completed the study of the video, you may want to use one or more of the additional suggestions to allow students to expand their knowledge about the topics of peace, conflict, and mediation. Or, in the interest of time, you may want to substitute one of the additional suggestions for a student activity.

Student Activities

Objectives. Upon completion of the activities, students should be able to:

1. understand that the issue of peace has been a concern of people since ancient times.

2. explain why some people believe that there are times when war is justified.

3. define conflict and list its causes.

4. recognize how conflict may be both positive and negative.

5. discuss the efforts of Jimmy Carter to bring peace to warring regions of the world.

6. analyze the process of mediation to achieve an agreement.

Using the Activities. The student activities are built around the video and the issues upon which it focuses—peace, conflict, and mediation. The first two activities set the stage for showing the video by asking students to examine peace and conflict. The third activity centers on the video itself and the efforts of President Carter to promote peace in the world. The final activity allows students to role play in a mediation session of their own. The additional suggestions can be used at any time. Feel free to photocopy the student handouts for the appropriate activities. Several of the activities have more than one part, which means you can use an activity in its entirety or any portion of it.

Activity 1—What Is "Peace"?

Write "peace" on the board and ask students to write a one-sentence description of what they think it means. Give them a minute or two to complete the sentence and tell them that there are no wrong or right answers. Ask a few students to read their sentences. Then, remind students that people have been concerned with issues of war and peace since ancient times. Why do they think that is so? Has there always been conflict? Has there ever been a long period of world peace? Which topic are they most likely to study about in a history class—war or peace?

Next, distribute **Student Handout 2—Quotations About Peace.** Ask students to pair up and review the quotations, choosing the two quotes with which they most agree. After each pair has made its choices, ask them to share their opinions with the rest of the class. Stimulate debate by asking: Is war ever justified? Would Martin Luther King Jr. and Theodore Roosevelt have agreed or disagreed with each

other? Did Malcolm X define peace the same way as Cicero? Would George Washington and John Kennedy have agreed with each other? Analyzing the quotes offers many chances for students to compare and contrast the many ways the issues of peace and conflict are perceived.

What conclusions can students draw from these quotations? Answers might include:

- Peace is an important concern.
- There are those who believe that war and violence are justifiable.
- Some believe that war and volence simply breed more war and violence.
- Some believe peace comes from freedom and without freedom there can be no peace.
- Some think that being prepared for war is the best way to ensure peace.

Activity 2—The Causes of Conflict

If your students have completed the first activity, they should now have a better understanding of the concept of peace. However, it is important for students to realize that humans would not have to be concerned with peace if there were no conflict. Write "conflict" on the board and spend a minute or two brainstorming words and images that students associate with the word. List responses on the board. Words like anger, hostility, hate, and war will likely show up on the list. Point out that nearly all are negative responses.

Next, discuss with students whether conflict can ever be constructive. Explain that conflict by itself is neither positive nor negative. It can be destructive if it is not resolved or when it turns to violence or war, but it can be constructive if it allows people to air their differences and move forward to resolve them. Then, ask students what they think are the causes of conflict. Remind them that most conflicts can be categorized into three areas: conflicts over resources; conflicts over psychological needs; and conflicts involving values.

Can they think of wars or conflicts that have been fought over resources? (Examples might be Iraq seizing Kuwaiti oil fields or Hitler attacking Poland to gain *lebensraum* for Germans.) Remind them to listen for what President Carter has to say about conflict over resources when they view the video.

How can psychological needs cause conflict? Explain that nations, like individuals, have needs such as power, friendship, belonging, respect, and accomplishment.

When these needs are denied, conflict arises. Can they think of any examples of conflict brought about by denial of such needs? (Examples include Great Britain's war with Argentina after Argentina seized the British Falkland Islands or Germany's aggressions in World War II after being humiliated by defeat in World War I and the treaty that followed.)

What conflicts can students cite that were waged over values? Remind them that values are the basis for what people believe. (Examples include wars of communism vs. capitalism; Catholics vs. Protestants in Northern Ireland; Hindus vs. Muslims in postcolonial India.)

Conclude by distributing **Student Handout 3—Statements About Conflict: Agree or Disagree?** Give students time to read and write down their responses to each statement. Then, by show of hands, poll the class on each statement and ask students on opposite sides to tell why they responded as they did. Ask them for examples supporting their positions. Use the **Teacher Notes for Student Handout 3** below while leading the discussion.

Teacher Notes for Student Handout 3

1. Conflicts tend to escalate into military response. Often an escalated conflict develops momentum of its own, so that the original cause of the conflict is no longer important, and the action-reaction cycle goes on, sometimes overshadowing the original conflict. Students may cite examples supporting both sides. The Cuban missile crisis may be an example of a conflict that did not escalate into a fight. World Wars I and II are conflicts that did.

2. Students may cite nuclear deterrence as an example of where nations threatened each other but did not resort to violence for fear of the consequences—namely nuclear war. Others may disagree, arguing that threats may trap the threatened nation into using violence it would not have otherwise used.

3. Differences in power make the use of coercive tactics more likely. Genuine negotiation and problem-solving occur best when both sides are equal. Agreements between superpowers and developing nations are often difficult to reach because the weaker nations distrust the stronger, and the stronger may want to take advantage of the weaker. Most students will likely agree.

4. Viewing another person, group, or nation as an enemy is a self-fulfilling prophecy. The effect of having that viewpoint is to make it come true; we take steps to eliminate our enemies once we have identified them. Most will agree.

5. Threats between nations may make their leaders believe that they had better resolve their differences before it is too late. Students could cite the Camp

David Accords in which Israel and Egypt—nations that had threatened and fought each other for years—decided it was time to try to resolve their differences before they destroyed each other. Other students may disagree, arguing that many people or nations will not back down when threatened, thereby making change less likely. Point out Jimmy Carter's role at Camp David as a prelude to watching the video.

Activity 3—Viewing the Video

Before showing the video to your class, hand out copies of **Student Handout 4—Viewer's Guide.** Give students a few minutes to read the sentences on the handout to become familiar with the items they should watch and listen for. Tell them that they can jot down answers on the handout while the the video is running.

Show the video. You may choose to show it straight through from beginning to end or stop after each of Carter's responses to allow students a moment to think and talk about his answer.

After students have seen the video and completed the items on the handout, discuss their answers. Pause after each response to discuss what was said.

Teacher note: The correct answers to the items on the handout are (1) Cold War; (2) Latin America and the Middle East; (3) people; (4) normal, children; (5) resources; (6) President Clinton or the federal government; (7) president or White House; (8) trust; (9) winners; (10) democracy; (11) elections.

Items 3, 4, and 7 in the **Additional Suggestions** section that follows would be appropriate support for this activity and your lesson on Jimmy Carter. These enrichment activities will enhance the video and give students a clearer understanding of Carter's work—both past and present.

Activity 4—You Be the Mediator

Begin by handing out **Student Handout 5—Mediation Scenarios.** This handout contains four scenarios around which your class will conduct mediation role-playing sessions. To complete each session, you will need to form three teams: Team 1 will represent one country in the dispute; Team 2 will represent the other country in the dispute; and Team 3 will represent the mediators. The size of the teams and the number of scenarios you cover will likely be determined by the number of students in your class and the time you have.

After teams have been formed and the scenarios assigned to each group of three teams, have team members huddle to discuss their options and strategies. Each of the two hostile sides should decide what concessions they would be willing to make and what concessions they would not make. The mediation team should come up with a plan of options and suggestions to present to each side. Mediators will want to make both countries feel like winners while solving the dispute. Give each team ten to fifteen minutes to plan their strategies.

When all three teams are ready, the mediator team should make its suggestions first to Team 1 without Team 2 hearing what is being said. It might work best to have the team not participating leave the room so that the rest of the class can hear what is being said. After the mediators have presented their suggestions to Team 1, that team should leave the room and Team 2 should come in to hear the same suggestions from the mediators. After Team 2 has heard the suggestions, it too should go off by itself to discuss whether to accept the mediators' suggestions or to make a counteroffer.

After both Team 1 and Team 2 have made decisions on how to react to the mediators' proposal, bring all teams together to state their positions. Team 1 should go first; then Team 2. Mediators should then listen for differences and try to iron them out. If any counterproposals are made by one side, give the other side a moment to discuss and decide whether to accept them. Of course, the object is to arrive at a peaceful settlement.

After all students have had a chance to play, debrief by talking about what happened in these sessions. Did all team members agree at all times? Can students see why mediation is not always successful? Do they have a clearer understanding of peace and conflict?

Additional Suggestions

1. After students have seen **Student Handout 2,** ask them to write a one- or two-paragraph essay explaining the quotation they like best. Encourage them to cite historical examples whenever possible. Ask for volunteers to read their essays in class.

2. Ask students to write a one- or two-paragraph essay on any war they think was justified. Encourage them to list reasons why they believe it was a "good" war. Ask for volunteers to read their essays in class. You might want to call attention to Studs Terkel's book about World War II entitled *The Good War.*

3. Ask students to research specific political, ethnic, and religious conflicts that exist in the world today and prepare a written or oral report. Have them pre-

sent their reports to the rest of the class. President Carter's book, *Talking Peace: A Vision for the Next Generation* contains a list of such conflicts.

4. After the class has seen the video, remind them that President Carter, while in office, focused much of his foreign policy on human rights. Brainstorm "human rights" for a few minutes and ask students to come up with a definition. What human rights do your students expect? What human rights do they have that people in some other countries do not have?

5. Remind students that in the United States, concern for human rights is one of the foundations of our democracy. Write the following quote from the Declaration of Independence on the board:

   > *We hold these truths to be self-evident, that all men are . . . endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.*

   Then, lead a discussion about the quote, asking students who wrote it and where it came from. What did Thomas Jefferson mean by "unalienable rights"? Compare Jefferson's list of rights with the list of human rights students generated in the previous activity.

6. Ask students to write a one-page reaction to the following quotation by Martin Luther King Jr.:

   > *Injustice anywhere is a threat to justice everywhere.*

   Ask for volunteers to read their papers in class.

7. After students have seen the video, ask them what they know about the conflicts and problems in Bosnia, Haiti, North Korea, and the Middle East—all places where Jimmy Carter attempted to negotiate resolutions to conflict. Divide students into four groups and ask them to collect and display newspaper and magazine articles about one of the four places mentioned above. As groups collect articles, ask someone from the group to comment on each news item's content before they pin it to the bulletin board.

Student Handout 1

Background Information

Read the information on this handout to learn more about President Jimmy Carter, the Carter Center, and the International Negotiation Network. Much of this information was gathered from President Carter's book, *Talking Peace*.

Jimmy Carter

Jimmy Carter, the thirty-ninth president, held that office from 1977 to 1981. Carter was born in Plains, Georgia, in 1924 and after graduating from the U.S. Naval Academy, served as an engineer aboard a nuclear submarine. He later managed the family's peanut farming business before being elected to the Georgia state senate in 1962. He was elected governor of Georgia in 1970 and served one term. While campaigning for president, Carter ran as a Washington outsider who talked about morality more than political issues. He won the presidency in 1976 by defeating incumbent Gerald Ford.

A deeply and openly religious man, Carter stressed human rights and an open foreign policy. He had difficulty getting his legislation through Congress but was able to secure ratification of the Panama Canal Treaty. Carter's personal diplomacy led to signing of a peace treaty between Israel and Egypt in 1979, and he also signed the SALT II agreement with the Soviet Union. Jimmy Carter was forced to deal with two serious foreign policy issues while president: He negotiated for more than a year with Iranian militants to secure the release of fifty-three U.S. citizens being held hostage, and he imposed a trade embargo against the Soviet Union and a boycott of the 1980 Moscow Olympics in response to the Soviet invasion of Afghanistan.

His domestic successes were marked by the creation of two new cabinet departments, the Department of Education and the Department of Energy. Severe gasoline shortages brought on by revolution in Iran—a leading oil exporter—led to high inflation and a recession. The faltering economy combined with the Iranian hostage crisis contributed to Jimmy Carter's loss to Ronald Reagan in the election of 1980.

After leaving office, President Carter became a professor at Emory University, founded the Carter Center, and worked as a volunteer for Habitat for Humanity—a nonprofit organization that helps build homes for low-income people. He has also led negotiating efforts to avoid or stop conflict in countries such as Bosnia, Haiti, and North Korea.

The Carter Center

The Carter Center was founded in 1982 by Jimmy and Rosalynn Carter. In 1986, the Center, along with the Jimmy Carter Library and Museum, moved into new facilities near Emory University in Atlanta, Georgia. The work of the Carter Center is based on the principle that everyone should be able to live in peace. The Center tries to bring people and resources together to resolve conflict, foster democracy and development, and fight hunger, disease, and human rights abuses. The Carter Center draws on President Carter's access to world leaders and forms partnerships with other institutions and individuals to achieve larger goals. Its accomplishments include:

- monitoring elections in Panama, Nicaragua, and other countries;
- helping increase the immunization rate of the world's children from 20 percent to 80 percent;
- fighting river blindness by distributing the drug Mectizan to twenty-six African nations;
- preventing guinea worm disease in Africa by distributing water filters and supporting other water purification efforts; and
- launching a comprehensive effort, through the Atlanta Project, to alleviate problems associated with urban poverty.

The International Negotiation Network (INN)

The Carter Center developed the INN to study conflicts and ways to prevent or end them. The network monitors major wars currently going on in the world and attempts to link different peacemaking resources across the globe. The INN provides a third-party mediator between enemies to try to get them to come to some agreement. The council of the International Negotiation Network includes such world leaders as former Costa Rican president and Nobel Peace Prize winner Oscar Arias Sanchez, former UN secretary-general Javier Perez de Cuellar, South African archbishop Desmond Tutu, and former U.S. ambassador to the United Nations Andrew Young.

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Student Handout 2

Quotations About Peace

An unjust peace is better than a just war.

Cicero—first-century B.C. Roman statesman and philosopher

Blessed are the peacemakers, for they shall be called the children of God.

Matthew 5:9—Jesus's sermon on the mount

Even war is better than miserable peace.

Tacitus—first-century Roman historian

There never was a good war or a bad peace.

Benjamin Franklin—colonial American statesman and writer

To be prepared for war is one of the most effectual means of preserving peace.

George Washington—first president of the United States

If I must choose between peace and righteousness, I choose righteousness.

Theodore Roosevelt—twenty-sixth president of the United States and winner of the Nobel Peace Prize in 1906

There is a price which is too great to pay for peace, and that price can be put in one word. One cannot pay the price of self-respect.

Woodrow Wilson—twenty-eighth president of the United States and winner of the Nobel Peace Prize in 1919

As a woman I can't go to war, and I refuse to send anyone else.

Jeannette Rankin—member of Congress from Montana who cast the only vote against declaring war on Japan in December 1941

Peace cannot be kept by force. It can only be achieved by understanding.

Albert Einstein—physicist and humanitarian whose theory of relativity led to the concept of the atom

It is an unfortunate fact that we can secure peace only by preparing for war.

John Kennedy—thirty-fifth president of the United States

You cannot separate peace from freedom, because no one can be at peace unless he has his freedom.

Malcolm X—American civil rights activist

The ultimate weakness of violence is that it is a descending spiral, begetting the very thing it seeks to destroy. Through violence you may murder the hater, but [you] do not murder the hate. In fact, violence merely increases the hate.

Martin Luther King Jr.—American civil rights activist and winner of the Nobel Peace Prize in 1964

Mankind must remember that peace is not God's gift to his creatures; peace is our gift to each other.

Elie Wiesel—author, survivor of the Nazi Holocaust, and winner of the Nobel Peace Prize in 1986

And before an order to kill that a man may give, the law of God must prevail that says, "Thou shalt not kill!" No soldier is obliged to obey an order against the law of God. No one has to fulfill an immoral law.

Archbishop Oscar Romero—archbishop of El Salvador from 1977 to 1980

When the stakes are war and peace, we can bargain successfully only if we are strong militarily and only if we are willing to defend ourselves if necessary. We must also have a sense of unity and a national purpose in our foreign policy.

Ronald Reagan—fortieth president of the United States

Because our country is a country of teachers . . . our children go with books under their arms, not with rifles on their shoulders. We reject violence.

Oscar Arias Sanchez—former president of Costa Rica and winner of the Nobel Peace Prize in 1987

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Student Handout 3

Statements About Conflict: Agree or Disagree?

Read each of the following statements and indicate whether you agree or disagree with it. Then, in the space below each statement, justify your position.

	AGREE	DISAGREE
1. Conflicts tend to get broader by dragging in more people and more issues.	❑	❑
2. Threats make violence less likely.	❑	❑
3. Differences in power make negotiation more difficult.	❑	❑
4. Conflicts tend to increase in intensity and violence.	❑	❑
5. Threats can focus attention and encourage change.	❑	❑

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Student Handout 4

Viewer's Guide

While watching the video, listen carefully for answers from President Carter that will allow you to fill in the blanks in the following sentences.

1. Civil wars in Yugoslavia and parts of Russia were restrained by the _____.

2. There have been significant steps toward peace in parts of the world like _____ and _____.

3. Even though the United States government may despise the leaders of certain nations, it is the _____ of those nations who suffer and with whom we must be concerned.

4. Despite differences among countries and people, humans throughout the world generally want to lead _____ lives and make sure their _____ are not harmed.

5. Conflicts often arise when people get desperate because they have run out of _____.

6. Criticisms of Jimmy Carter's efforts in places like Haiti and North Korea may really be political attacks against _____.

7. Even though President Carter has traveled to parts of the world to negotiate agreements, he always keeps the _____ informed.

8. To deal with uncooperative nations we must first build an element of _____.

9. Each side in a civil war must feel like they are _____.

10. Peace is a first step toward _____.

11. A major step is to try to get repressive governments to hold _____.

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Student Handout 5

Mediation Scenarios

One of the following scenarios will be the focus of your mediation role-playing session. When you find out which will be your subject, read it carefully and use it as you plan your strategy.

Suregovia vs. Ohnovia

Suregovia, a small state of the large powerful nation of Ohnovia, wants to secede and form its own independent government. Suregovia is located along a remote border of the large nation. The people of Suregovia, although of the same ethnic background as Ohnovians, do not follow the same religion or speak the same language as most Ohnovians. Suregovians claim that the government of Ohnovia has always discriminated against them and treated them with little respect. Many of the people of Ohnovia's other states do not really care if Suregovia secedes. In fact, quite a few Ohnovians sympathize with Suregovia.

The government of Ohnovia has refused to allow Suregovia to secede and has even assembled troops in the region to put down any armed uprising. The government's reluctance to allow secession is tied to the value of the huge petroleum deposits in Suregovia. The Ohnovian government does not want to give up control of such a valuable resource, but will lose that resource if it allows Suregovia to become an independent nation. How can this dispute be solved to the satisfaction of both sides?

Orangeland vs. Bananastan

Bananastan is a small, poor desert nation that is almost surrounded by the larger and wealthier country of Orangeland. For twenty years the two countries have discussed merging; Bananastanans would be willing to give up their autonomy because they know they would benefit economically by being part of Orangeland. And Orangelanders would like to add the new territory, especially Bananastan's long, sandy beaches on the Pacific Ocean.

The difficulty with merging the two nations centers on religious education. Orangeland has an official state religion and all its schools are required to devote one hour per day to the study of that religion. The majority of people in Bananastan do not follow the same religious beliefs as Orangelanders and do not want their children to be required to study the Orangeland state religion. What can be done to bring these two countries together while solving the religion problem?

West Limitz vs. East Limitz

West and East Limitz occupy the same island and were a single country for centuries. In 1948, a civil war between communists and forces of a king who then ruled Limitz divided the nation into two countries; communists took over the government in the West and the king held power in the East. The king later agreed to form a constitutional monarchy and hold democratic elections. The two countries have been hostile toward each other for years, even going to war again in 1960.

The United States has stationed thousands of troops in East Limitz for many years to repel any invasion from the West. However, in recent years relations between West and East Limitz have thawed somewhat. West Limitz's economy has faltered under communism while the economy of East Limitz has prospered. Most people in both nations favor unification; many have relatives on the other side of the border. The communist government of West Limitz has made some moves toward a free-market economy in recent years as younger leaders have moved into power. What can be done to bring these two countries together?

Petrolea vs. Carbonaria

The neighboring countries of Petrolea and Carbonaria have vast underground deposits of oil and are among the world's leading oil exporters. However, neither has adequate access to the sea. The two nations are divided by a river that flows into the Indian Ocean, but only about two miles of the river at its mouth are deep and wide enough to permit large oil tankers to dock. Each nation has built its own shipping terminal.

Petrolea, the larger, richer, and more militarily powerful of the two, claims that the waterway is too small and crowded for both nations to use at the same time; in fact, there have been collisions and many ship captains refuse to sail into the river. Petrolea has threatened to seize the entire lower portion of the river if Carbonaria does not cooperate. Petrolea wants to close Carbonaria's shipping terminal and force Carbonaria to pay rental fees to use the single open terminal.

Petrolea has the army to back up its threat—but has virtually no navy. Carbonaria, on the other hand, has several gunboats and a submarine and has threatened to blockade all shipping if Petrolea does not allow it to use the port as it wishes. What can be done to keep these two nations from going to war while maintaining orderly—and profitable—use of the port?

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